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ABSTRACT

The purpose of this study was to examine high school journalism in seven states of the Middle West, i.e., to investigate curricular and co-curricular activities and related topics. Questionnaires were circulated early in 1969 to senior high schools in seven states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Conclusions include: (1) The Middle West has been a stronghold of student journalism for many years; (2) Newspaper advisers support sound objectives for high school journalism courses; (3) Newspaper advisers usually are certified in English. (Author/CK)

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JOURNALISM IN MIDDLE WEST HIGH SCHOOLS IN 1969

TE 002 485

A Quill and Scroll Study

By Laurence R. Campbell, Director

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PART I - INTRODUCTION

1. Purpose

The purpose of this study was to examine high school journalism in seven states of the Middle West, that is, to investigate curricular and co-curricular activities and related topics.

2. Method

Questionnaires were circulated early in 1969 to senior high schools in seven states. Leaders in school press work in Michigan, Wisconsin, and Minnesota responded to invitations to provide lists of schools which had student journalism activities. Their assistance was exceedingly helpful.

3. Scope

States encompassed in this study were Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin, as Table 1 indicates. The best response was from Michigan with 96 schools participating, the weakest from Iowa with only 14 schools responding. In all 326 schools participated. Since it was not the intent to query every high school in each state, it is probable that the over-all sample is big enough to be significant. Of the 326 schools participating, 299 or 92 per cent were coeducational; 273 or 85 per cent were public; 83 per cent were 3-year or 4-year senior high schools; 23 per cent had an enrollment under 500; 2 per cent over 4,000. See Tables 2, 3, 4, 5, 6.

TABLE 1.--Distribution of Schools

	Number	Per Cent
Illinois	36	12
Indiana	44	14
Iowa	14	4
Michigan	96	30
Minnesota	47	15
Wisconsin	43	13
Ohio	32	10
None of these	7	2

TABLE 2.--Kinds of Schools

	Number	Per Cent
Coeducational	299	92
Boys only	6	2
Girls only	16	5
No answer	2	1

TABLE 3.--Public and Non-public Schools

	Number	Per Cent
Public	273	85
Independent	10	3
Parochial	2	10
Other	6	2

TABLE 4.--Levels of Instruction

	Per Cent
3-year senior	35
4-year senior	48
5-year senior	2
6-year senior	13
3-year junior	1
Other	10

TABLE 5.--Enrollment

	Per Cent
1 - 299	8
300 - 499	15
500 - 749	15
750 - 999	12
1000 - 1499	19
1500 +	31

TABLE 6.--Enrollment

	Per Cent
1500 - 1999	16
2000 - 2499	9
2500 - 2999	4
3000 - 3999	2
4000 or more	2
None of these	67

4. Schedules

In 82 per cent of the high schools in this study the weekly schedules are traditional, but in the others they presumably are flexible or modular.

5. Boy-Girl Ratio

Boys outnumber girls in 29 per cent of the journalism classes, but girls outnumber boys in 71 per cent of these classes.

6. Organization of This Study

In addition to this introductory section, there are three other sections--co-curricular activities, curricular activities, and the teacher-adviser. Each section presents a few conclusions.

PART II - CO-CURRICULAR ACTIVITIES

1. Scope of Co-Curricular Journalism Activities

All of the participating high schools sponsor newspapers. In addition they engage in a wide variety of related activities, as Table 7 indicates. Only 52 per cent are affiliated with the National Scholastic Press Association, 19 per cent with the Columbia Scholastic Press Association, 50 per cent with state school press associations, 59 per cent with Quill and Scroll.

TABLE 7.--Co-Curricular Activities in Journalism

	Yes	No	No Comment
Quill and Scroll Chapter	59	41	--
News bureau regularly sending news to local news media	46	52	2
Magazine	27	72	1
Anthology	11	87	2
Newspaper literary supplement	17	81	2
Yearbook	93	7	--
Regular radio newscast	12	87	1
Other radio programs	14	85	1
Regular TV programs	4	95	1
Movie production program	5	94	1
Other journalism activities	36	60	4

2. Newspaper Objectives

Presentation of news is the high school newspaper's most important objective, as Table 8 indicates. The leadership objective ranks second; entertainment, third; shopping information, a weak fourth.

TABLE 8.--What the Newspaper Should Include

	Strongly Agree	Agree	Do Not Agree	Disagree	Strongly Disagree
News of school, teenagers, teachers	65	14	--	--	1
Leadership & guidance in editorials	76	22	2	--	--
Entertainment in features, columns	64	35	1	--	--
Shopping information in advertisements	34	35	13	11	7

3. Frequency of Publication

Almost one-half--49 per cent--of the high school newspapers are published every week or two weeks, as Table 9 indicates.

TABLE 9.--Frequency of Publication

	Per Cent
Once a week or more often	14
Every 2 weeks	35
Every 3 weeks	13
Every 4 weeks	24
Every 5 weeks	4
Every 6 weeks	6
Less frequently	4

TABLE 10.--Journalism Courses Taken by Advisers and Frequency of Publication

	Once a Week	Every 2 Weeks	Every 3 Weeks	Every 4 Weeks	Every 5 Weeks	Every 6 Weeks	Less Often
None	10	25	9	34	6	10	6
1-6 semester hours	7	29	18	29	8	4	5
1-12 " "	13	49	8	22	--	5	3
13-18 " "	24	28	20	12	--	8	8
19-24 " "	4	54	18	14	4	3	3
25 or more " "	20	40	4	32	4	--	--

4. Production

Production of newspapers in 57 per cent of the schools is by offset, in 25 per cent by letterpress, in 16 per cent by duplicating equipment. In 2 per cent of the schools the form of production was not presented.

5. Financing

Financing the newspaper is a problem in many high schools, for less than one-half make a profit and two-fifths make a deficit, as Table 11 indicates. One adviser in eight doesn't know whether the

newspaper makes a profit or deficit. The situation varies as the data in the foregoing table indicate. Data from Iowa were insufficient to constitute a satisfactory sample.

While the school newspaper is not a profit-making enterprise essentially, it certainly is not intended to be a deficit-making enterprise. The existence of deficits indicates an unsatisfactory program of financing. If a sound plan is devised, then effective business management by the staff and adviser will enable the newspaper to emerge in solvency.

TABLE 11.--Financing

	Profit	Deficit	Don't Know
All	48	40	12
Illinois	46	43	11
Indiana	74	26	--
Iowa	17	75	8
Michigan	51	38	11
Minnesota	33	46	21
Ohio	65	27	8

At the opening of the school year 25 per cent of the newspapers were assured of a definite subsidy from the school system and 5 per cent an apportionment from the student council. These sources which provide funds may expect to exercise controls accordingly, thereby exposing the staff to undesirable pressures. Hence, the solution often may be found in building circulation and selling advertising.

The deficits of the newspapers in this study were offset by additional funds from these sources: 55 per cent from the school system; 22 per cent from the student council; 10 per cent from the yearbook; 10 per cent from other sources. In 3 per cent of the instances the adviser did not know how the deficit was made up, although it is always the responsibility of the adviser to know how every cent is raised and every cent is spent. Newspaper advisers with thorough training are not invariably successful in newspaper financing as Table 12 indicates.

TABLE 12.--Relationship Between Hours in Journalism and Profit or Deficit in Financing

	Profit	Deficit	Don't Know
No journalism courses	35	44	21
1-6 semester hours	50	31	19
7-12 " "	53	37	10
13-18 " "	35	61	4
19-21 " "	44	44	12
25 or more	76	24	--

6. Advertising

One-half of the newspaper advisers believe that student publications should not have to compete for the local advertising dollar. In fact 32 per cent supported this position "strongly," 16 per cent didn't know, 27 per cent disagree, and 7 per cent strongly disagreed.

Apparently they have not discovered the fact that teenagers constitute a consumer market with substantial purchasing power. Possibly they have not discovered the benefits to staff members in interviewing local merchants for advertising.

7. Newspaper Critical Services

Surprisingly few Middle West high school newspapers enter national critical services. In Quill and Scroll Critical Service, 2 per cent received a Gallup rating; 4 per cent, International rating; 8 per cent, First Class; 3 per cent, Second Class. In the National Scholastic Press Association Critical Service the ratings were: All-American, 17 per cent; First, 16 per cent; Second, 7 per cent. In the Columbia Scholastic Press Association the ratings were: Medalist, 5 per cent; First Class, 8 per cent; Second Class, 1 per cent. In each case percentages did not even enter.

8. School Press Institutes

State high school press associations are generally effective. In this instance 18 per cent strongly agree, 29 per cent agree, 37 per cent don't know, 11 per cent disagree, and 5 per cent strongly disagree. Since so many of the advisers sponsor newspapers not affiliated with state school press associations, many may have little if any basis for a significant appraisal--perhaps justifying "don't know" answers.

Summer institutes and workshops for students usually are helpful, according to more than three-fourths of the advisers. In fact 40 per cent strongly agree and 37 per cent agree with the statement whereas 18 per cent don't know, 4 per cent disagree, and 1 per cent strongly disagree.

9. Facilities for Co-curricular Journalism

Newspaper advisers generally are handicapped by inadequate facilities as Table 13 indicates. Not one-fourth of them have publications rooms specifically designed for journalism activities, yet such facilities are provided in accredited schools for business education, industrial arts, homemaking, natural science.

TABLE 13.--Facilities for Co-Curricular Program

	Excellent	Very Satisfactory	Somewhat Satisfact.	Less Than Satisfactory	Wholly Unsatisfactory	No Opinion
Room specifically designed and equipped for journalism	7	16	32	24	20	1
Amount of space	7	22	28	28	14	1
Quality of lighting	23	37	21	10	6	3
Heat and ventilation	18	36	20	14	9	3
Adapted to needs of duplicated newspaper	4	6	13	13	48	46
Adapted to needs of producing offset newspaper	5	8	12	10	23	32
Furniture	5	18	37	30	8	2
Bulletin boards	13	31	24	17	13	2
Bookshelves	11	23	21	18	23	4
Newspaper racks	4	9	7	19	53	8
Files	9	20	30	23	16	2
Typewriters	11	20	28	20	20	1
Camera	19	21	21	14	19	6
Darkroom	12	15	15	13	29	6
Supplies	14	25	34	16	7	4
Staff library	4	13	22	15	15	31

In a program of adequate education--to say nothing of excellence--every item should be rated excellent or very satisfactory, yet aside from lighting, heat, and ventilation, there is not an instance in which the journalism facilities are adequate. Even such items as bulletin boards, bookshelves, files, and supplies fail to rate excellent or very satisfactory in many schools.

TABLE 14.--Newspaper Problems

	Major Problem	Minor Problem	None	No Comment
Production	17	36	43	4
Financing	22	34	39	5
Training the staff	20	42	35	3
Space and facilities	25	44	28	3
Library resources	9	37	49	5
Censorship--pressure	9	31	57	3

10. Cooperation

Newspaper advisers seldom feel that the principal, their co-workers, or local news media or advertisers constitute a major problem, as Table 15 indicates. Seldom do as many as one-fourth of them consider their co-workers even minor problems.

TABLE 15.--Cooperation

	Major Problems	Minor Problems	No Problem	No Comment
Principal	5	22	70	3
Guidance	7	21	68	4
English supervisor (city, county)	3	5	50	42
Head of English Department	3	9	77	10
Other English teachers	2	18	75	5
Librarian	1	8	87	4
Newspaper staff	6	24	67	3
Yearbook staff	3	14	68	10
Athletic team coaches	5	26	65	4
Music activity sponsors	4	20	73	3
Drama, debate sponsors	2	14	80	4
Prospective advertisers	7	25	43	25
Cooperation--local news media	6	20	58	16

To be sure, if the principal over the years does not provide the facilities and resources needed in an acceptable program, he actually is a major problem whether they recognize the fact or not. And, as noted elsewhere, publication facilities as well as library and audiovisual resources often are inadequate.

11. Conclusions

The Middle West has been a stronghold of student journalism for many years. Many of its student publications have achieved distinction. Many of its advisers have provided leadership at state and national levels. Its school press associations have served effectively, some of them for many decades.

These observations may be made with some basis:

1) Many high schools in the Middle West have no co-curricular activities in journalism, although they support programs in athletics, music, dramatics, and other fields.

2) Many high school newspapers are not affiliated with the state school press association, Columbia Scholastic Press Association, or the National Scholastic Press Association. More than two-fifths are without a Quill and Scroll chapter. Whether advisers and staffs are complacent or insecure, this policy indicates a lack of interest in the high standards these bodies support.

3) Less than one-half the schools serve the school's external public by disseminating news to local news media.

4) Interest in creativity is limited, for interest in magazines, anthologies, and literary supplements is evident in a small number of schools.

5) If a newspaper is a publication that disseminates news while it is news, only about one-half of these publications should be so designated. Newspapers issued less frequently than every two weeks are simply school histories on an installment plan. Critical services should put much emphasis on recency in the news in evaluating school newspapers.

6) Offset production is on the uptrend; letterpress production is on the downtrend.

7) Financing of newspapers is unsatisfactory in about two-fifths of high schools where deficits are tolerated. Critical services certainly should not normally give a top rating to a student publication produced with a deficit.

8) Newspaper advisers should be more perceptive in recognizing the purchasing powers of teenagers as a consumer market and the benefits which staff members enjoy when they solicit advertising.

9) Properly newspaper advisers recognize the rich contribution which the school press institutes make to the improvement of student publications.

10) Facilities for school newspapers in many instances are shockingly inadequate although schools find resources to maintain accreditation.

11) Newspaper advisers generally are content with the cooperation they receive, seldom designating the principal as a problem although he certainly has authority to improve their facilities.

PART III - CURRICULAR ACTIVITIES IN JOURNALISM

1. Scope of Journalism Course Acceptance

Three out of four high schools in this study report that they offer journalism courses with credit.

2. Journalism and English

Journalism courses in many high schools are under the jurisdiction of the English Department. Newspaper advisers are more likely to be certified in English than in any other subject field. Accordingly their viewpoint on the emphasis in English courses is interesting. Three-fourths of them believe that the English curriculum should be communication-centered, as Table 16 indicates. More than one-half believe that basic English courses should encompass journalistic writing skills.

TABLE 16.--Journalism and English

	Strongly Agree	Agree	Do Not Know	Dis-agree	Strongly Disagree
English curriculum should be literature-centered	7	29	16	35	13
English curriculum should be grammar-centered	2	11	14	48	25
English curriculum should be communication-centered	35	40	13	10	2
Required English courses should cover basic journalistic skills	14	38	9	33	6
All high school students should have sustained study of the use of mass media	32	47	9	10	2
All high school students should understand the importance of freedom to think	67	30	1	2	--

3. Scope of Offering

Only one per cent of the schools report five or more different courses in journalism, but 52 per cent report only one course, as Table 17 indicates.

TABLE 17.--Number of Different Journalism Courses Offered

	Per Cent
No courses	1
One course	52
Two different courses	30
Three different courses	11
Four different courses	5
Five or more different courses	1

4. Number of Sections

Whereas 42 per cent of the schools offer one section in journalism, 33 per cent offer two sections, and 11 per cent offer three sections.

TABLE 18.--Number of Sections of Journalism Being Offered

	Per Cent
None	2
One	42
Two	33
Three	11
Four	8
Five	3
Six or more	1

5. Average Number of Students Per Section

Journalism class enrollments are small, for only 2 per cent have classes with 31 or more students whereas 86 per cent have 25 or fewer students, as Table 19 indicates.

TABLE 19.--Average Number of Students Per Section

	Per Cent
1 - 10	8
11 - 15	21
16 - 20	27
21 - 25	30
26 - 30	12
31 - 35	2

6. Objectives of Journalism Courses

Twelve statements were submitted for consideration as objectives of journalism courses, as Table 20 indicates. Actually these statements overlapped in some instances so it is probable that acceptable statements could be reduced to eight or less.

There appears to be a slight inconsistency of viewpoints, for items 2 and 3 duplicate each other yet one statement receives considerably more support than the other. Similarly items 4 and 5 overlap and probably should be combined.

Surprisingly many advisers still believe that a high school journalism course prepares teenagers for professional careers in journalism. Here there may be agreement that the course provides vocational guidance, but there is little evidence that it provides adequate vocational training.

7. Admission to Journalism Courses

Permission of the journalism teacher is required for admission to journalism courses in 50 per cent of the schools, as Table 21 indicates. An average of B or better in English is required by 30 per cent of the schools and of C or better in English in 40 per cent of the schools. Only 11 per cent of the schools limit admission to seniors whereas 38 per cent admit juniors and seniors and 62 per cent admit seniors, juniors, and sophomores. Since these percentages do not add up, it is evident that different interpretations were placed on these items.

8. Emphasis in Courses Offered

While the teachers approve objectives emphasizing discernment and discrimination in the use of mass media, most of their courses

TABLE 20.--Objectives of Teaching Journalism in High School

	Strongly Agree	Agree	Do Not Know	Dis-agree	Strongly Disagree
Awareness of communication and its social implication	79	20	2	--	--
Perceptiveness and discrimination in use of mass media	75	23	2	--	--
Using mass media with discernment, discrimination	53	42	3	1	1
Getting timely information without bias	71	27	1	--	1
Refined research techniques aimed at objectivity and ability	36	47	11	6	--
Stress originality and imagination in writing	58	38	1	3	--
Direct communication skills in exposition, persuasion	40	46	11	2	1
Journalistic techniques needed by amateur journalists	54	39	2	4	1
Preparation for professional careers in journalism	12	45	8	32	3
Stress individual initiative and responsibility	82	16	2	--	--
Stress efficiency and working together and making group decisions	72	24	3	1	--
Stress importance of freedom of the press in the United States	58	38	1	2	1

TABLE 21.--Eligibility for Journalism

	Yes	No	No Answer
Senior	11	85	4
Senior, junior	38	59	3
Senior, junior, spohomore	62	35	3
Over-all average of C	21	73	6
Average of C or better in English	40	56	4
Average of B or better in English	30	66	4
Permission of journalism teacher	50	48	2
Enrolled in college preparatory program	4	94	2
Other requirement	23	76	1

stress journalistic skills and publication production, as Table 22 indicates. To be sure, it may be assumed that instruction in technique and production automatically enable the student to become a responsible and enlightened consumer of mass media, there is little if any proof that this objective is achieved that way.

TABLE 22.--Emphasis in Courses Offered

	Yes	No	No Answer
Beginning Journalism			
Technique plus newspaper production	57	38	5
Technique without newspaper production	33	59	8
Advanced course stressing newspaper production	44	50	6
Magazine on anthology production	10	81	9
Yearbook production	48	46	6
Radio and/or television writing and production	10	82	8
Movie production	3	90	7
Using mass media	16	77	7
Other journalism courses	7	86	7

9. Teaching Methods

Teachers were invited to evaluate methods as absolutely essential, very important, somewhat important, not very important, detrimental, as Table 23 indicates. Their answers support the conclusion that courses generally give much more emphasis to journalistic skills and publication production than to perceptive and responsible use of mass media. The courses are newspaper-centered.

TABLE 23.--Teaching Methods Used in Journalism Courses

	Absolutely Essent.	Very Imp.	Somewhat Imp.	Not Very Imp.	Detrimental	No Opinion
News beats	30	36	20	9	2	3
Advertising beats	11	20	22	26	2	19
Oral book reviews	2	3	21	58	6	10
Writing book reviews	5	9	35	40	4	7
Debates	3	9	26	47	3	12
Demonstrations	10	27	33	20	2	8
Panel discussions	5	20	43	26	2	4
General discussions	24	37	29	6	2	2
Small group discussions	19	32	33	10	1	5
Brainstorming	29	26	26	7	2	10
Examinations-mid-term	4	14	31	39	6	6
Examinations-final	10	13	36	32	4	5
Examinations-objective	5	17	34	34	6	4
Examinations-essay	12	31	29	21	3	4
Examinations-combination	13	29	31	20	3	4
Guest speakers	20	37	35	5	1	2
Homework	19	26	31	19	3	2
Laboratory-news writing	56	31	9	1	1	2
Laboratory-other writing	54	29	12	3	--	2
Laboratory-editing	54	32	11	2	--	1
Interviews in class	30	37	22	9	--	2
Interviews out of class	46	39	11	3	1	--
Lectures	16	31	32	17	2	2
Library use during class	7	23	40	24	2	4
Library service materials materials	21	32	32	12	--	3
Local radio station listening	7	13	39	29	3	9
Local TV viewing	9	17	38	22	2	12
Local movie going	6	9	36	35	3	11
Plant tours-newspaper	21	35	31	8	1	4
Plant tours-radio	9	18	39	23	2	9
Plant tours-TV	9	18	38	24	2	9
Polls	11	33	37	13	1	5
Projectors-movie	14	19	32	24	--	11
Projectors-opaque	12	18	28	30	1	11
Projectors-overhead	18	19	30	22	1	10
Projectors-slide	8	20	31	28	2	11
Projectors-other	5	11	21	31	2	30
Independent projects	24	31	24	12	--	9
Team projects	23	29	26	12	2	8
Socratic method	16	22	28	14	2	18

TABLE 23 (Continued)

	Absolutely Essent.	Very Imp.	Somewhat Imp.	Not Very Imp.	Detrimental	No Opinion
Staff assignment	47	35	13	2	2	1
Supervised study	13	29	29	18	4	7
Surveys, content measurement	12	32	31	15	2	8
Tape recorder	11	17	28	33	1	10
Team teaching	3	10	20	31	8	28
TV terms	1	6	18	38	10	27
Tests-terms	9	25	29	25	3	9
Tests-style	14	31	28	15	4	8
Tests-technique	14	29	28	16	4	9
Tests-information	11	28	30	18	4	9
Tests-attitudes	8	24	28	23	3	14
Workbook	7	12	21	32	12	16
Cooperative planning	34	26	21	9	1	9

Journalism teachers have little faith in examinations, see merit in news beats but not advertising beats, question the use of book reviews, doubt the value of team teaching. Perhaps one-third to one-fourth of them see little merit in audiovisual aids, workbooks, attitude tests, local movie-going, debates, and demonstrations.

In general, it appears that the journalism teacher of today may not have changed much from the journalism teacher of the 1950s, 1940s, 1930s, for interest in innovations appears to be moderate.

10. Journalism Textbooks

From one-fourth to two-thirds of the journalism teachers have not examined many of the textbooks available, as Table 24 indicates, although very few find these textbooks wholly unsatisfactory. More than one-half of the teachers--all in the Middle West--are unfamiliar with the Indiana Teachers' Guide.

Scholastic Journalism is rated excellent by more than one-fifth of the teachers. High School Journalism, Press Time, and the Student Journalist were the next three, but very few were rated less than satisfactory by more than one-tenth of the teachers.

On the whole this table reveals a lack of awareness on textbooks available that is disappointing.

TABLE 24.--Textbook Evaluation

	Ex-cellent	Very Satis-factory	Some-what Satis.	Less Than Satis.	Wholly Un-satis.	Un-familiar with Book
Press Time	6	17	30	9	4	34
The Student Journalist	5	12	16	8	1	58
Scholastic Journalism	21	15	24	7	1	32
High School Journalism Today	1	9	19	8	1	62
Journalism	2	10	16	9	2	61
Journalism Workbook	--	5	13	9	4	67
Modern Journalism	1	16	27	12	6	38
Experiences in Journalism	3	11	12	13	1	60
News in Print	1	10	20	13	4	52
Journalism and the School Paper	2	11	20	10	4	53
High School Journalism	6	21	29	12	4	28
Indiana Teachers Guide	10	21	12	2	--	55

11. Library and Audiovisual Resources

Library and audiovisual resources in more than one-third of the schools are less than satisfactory, wholly unsatisfactory, or elicit no comment, as Table 25 indicates. Relatively few schools rate these resources either excellent or somewhat satisfactory. High school libraries rarely have satisfactory background books on regional and state journalism, mass media overseas, careers in mass media, contemporary journalism, or other books on mass media. Thus, the teacher interested in developing courses of the use of mass media is frustrated in one-half to two-thirds of the participating schools.

12. Conclusions

These conclusions may be presented so far as curricular activities in journalism in the Middle West are concerned:

1) Newspaper advisers support sound objectives for high school journalism courses, including some emphasis on professional training.

TABLE 25.--Library and Audiovisual Resources

	Ex-cellent	Very Satis.	Some-what Satis.	Less Than Satis.	Mostly Satis.	No Comment
Audiovisual materials, films	7	14	27	28	16	8
Audiovisual equipment	13	23	26	18	12	8
High school textbooks	12	21	32	18	12	5
College textbooks	2	8	18	23	23	26
Journalism books-- Biography History	7	19	33	20	11	10
Regional Books-- State Journalism	3	7	20	30	21	19
Mass Media Overseas	1	3	8	27	33	28
Careers in Mass Media	2	10	26	29	19	14
Contemporary Affairs	9	20	28	18	12	13
Other Books of Mass Media	2	12	27	27	16	16

2) As English teachers the newspaper advisers favor communication-centered English curricula.

3) Journalism courses generally appear to emphasize journalistic skills and publication production.

4) There is relatively little evidence of the existence of journalism courses which stress mass media in society as phenomena the consumer should understand.

5) Journalism courses are handicapped by inadequate library resources as well as the inadequacy of facilities noted in the previous section.

6) On the whole, journalism courses appear generally to be at a standstill--little changed in the past few decades.

7) There is little evidence of substantial interest in the non-print mass media as social phenomena.

PART IV - THE TEACHER AND ADVISER

1. Newspaper Advisers

In the seven Middle West states 85 per cent of the newspaper advisers are certified to teach English. Moreover, 22 per cent never have taken a college course in journalism, 25 per cent have taken only 1 to 6 semester hours; 12 per cent, 7 to 12 hours; 9 per cent, 13 to 19 hours; 9 per cent, 25 to 30 hours; 15 per cent, 31 or more hours. Thus, only 41 per cent have 13 or more semester hours in journalism and 9 per cent of these do not have as much as a solid minor! Thus, at least three-fifths of the newspaper advisers are inadequately prepared academically, although some may have learned through experience to meet the essential requirements.

Participating advisers were asked to respond to this statement: English teachers do not need journalism courses to supervise newspapers. The percentages of various responses were: 2, strongly agree; 8, agree; 4, don't know; 30, disagree; 56, strongly disagree.

On the other hand 22 per cent strongly agree and 52 per cent agree that a teacher with a minor in journalism should be allowed to supervise newspapers whereas 4 per cent strongly disagree, 7 per cent disagree, and 15 per cent don't know. Since the majority of advisers have either a minor or no minor at all, such an outcome is not surprising.

Seventy-one per cent of the newspaper advisers reported that they devoted more than half of their time to journalism--curricular and co-curricular.

2. Sex of Newspaper Advisers

Of the advisers in this study, 59 per cent are women, 40 per cent are men, and 1 per cent did not identify themselves as to sex.

3. Professional Affiliations

Only 47 per cent of the newspaper advisers are affiliated with Journalism Education Association, 12 per cent with Columbia Scholastic Press Advisers Association, 44 per cent with National Council of Teachers of English, although 81 per cent are members of the state teachers association and 63 per cent are members of the National Education Association.

Should high school journalism teachers unite in one national association? Twenty-one per cent strongly agree and 32 per cent agree, 32 per cent don't know, 13 per cent disagree, 2 per cent strongly disagree. Here is "grass roots" evidence of journalism teachers feelings - evidence that leaders may well study thoughtfully.

4. Censorship

The authoritarian attitude of the advisers is revealed in their response to the statement: The adviser invariably should read all editorial copy. Response: 44 per cent strongly agree; 29 per cent agree, 3 per cent don't know, 17 per cent disagree, 7 per cent strongly disagree. Obviously such a procedure conditions teenagers to accept censorship. Certainly it does not teach teenagers how to develop good taste and sound judgment through experience with editing problems.

5. Choosing Editors

The authoritarian attitude of advisers is revealed also by the fact that 33 per cent strongly agree and 33 per cent agree that "the adviser as publisher appoint the editor-in-chief." Only 21 per cent disagree, only 7 per cent strongly disagree, and 6 per cent don't know.

In a democracy teenagers should learn to choose leaders through participation in the choice of the editor. A student publication council can do a better job than the adviser using a dictatorial approach.

6. Democratic Beliefs

Teacher-advisers should exemplify democratic beliefs. With this statement 49 per cent strongly agree, 42 per cent agree, 3 per cent don't know, 4 per cent disagree and 2 per cent strongly disagree. How does the adviser who invariably reads all editorial copy and appoints the editor-in-chief of the newspaper exemplify democratic beliefs?

7. Teachers' Opinions about Mass Media

Since teachers may transmit their attitudes to those whom they teach, it may be worthwhile to examine their opinions about mass media as presented in Table 26.

TABLE 26.--Opinion About Mass Media

	Strongly Agree	Agree	Don't Know	Dis-agree	Strongly Disagree
Local weekly presents controversial news without bias	6	21	16	38	19
Local daily presents controversial news without bias	6	44	5	33	12
Local radio presents controversial news without bias	4	50	17	22	7
Local television presents controversial news without bias	5	46	13	28	8
Much of the advertising in the local weekly is objectionable	2	7	14	14	63
Much of the advertising in the local daily is objectionable	1	8	6	66	19
Much of the advertising on radio is objectionable	3	12	9	59	17
Much of the advertising on television is objectionable	7	23	8	50	12
Greatest amount of local news is reported in local weekly	30	36	16	12	6
Greatest amount of local news is reported in local daily	33	41	5	16	5
Greatest amount of local news is reported on local radio	9	47	12	26	6
Greatest amount of local news is reported on local tv	6	37	14	36	7
Most accurate local news is reported in local weekly	17	28	23	27	5
Most accurate local news is reported in local daily	26	50	10	11	3
Most accurate local news is reported on local radio	10	51	21	16	2
Most accurate local news is reported on local television	17	43	19	18	3
Most unbiased local news is:					
Reported in local weekly	12	21	26	31	10
Reported in local daily	15	44	13	22	6
Reported on local radio	8	50	20	18	4
Reported on local television	13	45	21	19	2

8. Teachers' Opinions on Government Control

Authoritarian attitudes of teachers are revealed in the extent to which they are willing to accept rigid controls of mass media, as Table 27 indicates. Certainly support of rigid controls implies provision for censorship, a social instrument usually associated with authoritarian power structures.

To be sure, the terms "rigid control" and "some control" may require definition, but the former probably means "more" control than we now face. Possibly further study is needed to clarify attitudes in one of the most vital phases of mass communication today.

TABLE 27.--Opinions on Government Control Needed

	Rigid Control	Some Control	No Control	No Opinion
Testimony in criminal trials	6	54	28	7
Violent political campaign statements	6	35	54	5
Communist propaganda	19	43	35	3
News of racial demonstrations	6	32	59	3
News of violence on campus	9	33	58	3
Obscene, vulgar, profane words	34	41	22	3
Misleading advertisements	64	28	7	1
Derogatory information about people in the news	21	40	34	5
Protests of minority groups	3	28	65	4
Subversive literature	24	42	29	5
Salacious plays and movies	19	47	29	5
Books that stress sex	10	46	37	7

9. Conclusions

These conclusions appear to be warranted:

1) Newspaper advisers usually are certified in English and, hence, are products of programs of teacher education in English.

2) More than 22 per cent never have taken a college course in journalism, although virtually all of them live within two hours' ride of a college or university with adequate journalism instruction.

3) One in four has been satisfied to base his journalistic instruction on six semester hours or less in journalism and 12 per cent are content with from seven to twelve semester hours in journalism.

4) Nearly three-fifths of these members of the teaching profession presumably believe that--despite the availability of college journalism courses--that a superficial preparation for journalism instruction is acceptable, although few if any could be certified in English on a comparable basis.

5) In their defense it may be said that some of these advisers have taken these positions on the insistence of administrators who have been willing to settle for inadequacy in journalism that they would not tolerate in athletics, music, or most of the high school subject fields. In addition a few may have experience in journalism that is the equivalent of the college courses.

6) Many advisers believe that a teacher with a journalism minor is adequately prepared to be a newspaper sponsor and journalism teacher.

7) Not even one-half of the advisers are sufficiently interested in their journalism role to pay the modest membership fee of the Journalism Education Association. They do believe that one national association would be better than two such associations.

8) Many of the teachers have authoritarian attitudes. They engage in obvious censorship. They appoint the editor-in-chief. They support rigid controls of mass media.

9) Whatever may be the negative comments in this section, it is only fair to report that similar conditions unfortunately exist in other sections of the United States.